

REQUEST FOR APPLICATION

Fiscal Year 2017

(July 1, 2016 to June 30, 2017)

Career and Technical Education

**State Allocation Grant for
New Programs**

Nevada Department of Education
Office of Career Readiness, Adult Learning & Education Options
755 N. Roop Street, Suite 201
Carson City, NV 89701
(775) 687-7300

State Allocation Grant for New Programs

I. Overview of State CTE Funds

For fiscal year 2017 as approved by the 2015 State Legislature, **\$12,343,822** is available in state funds to support career and technical education in eligible school districts and charter schools. In accordance with Chapter 388.393 of the Nevada Revised Statutes and Senate Bill 515, after 30 percent is allocated for competitive grants, the remainder of the state money is allocated to school districts and charter schools based on duplicated CTE student counts in each high school and eligible charter school.

- ☐ Competitive Grants (30%): \$3,703,147
- ☐ Allocation Grants (Balance of Funds): \$8,640,675

Career and technical education programs are organized under six program areas: Agriculture and Natural Resources Sciences; Business and Marketing; Education, Hospitality and Human Services; Health Sciences and Public Safety; Information and Media Technologies; and Skilled and Technical Sciences. All expenditures must support programs according to the State CTE Course Catalog. (See the State CTE Course Catalog for information on programs and course sequences within a program area.)

Each school district or charter school may use allocation funding for two applications:

- 1) State Allocation Grants – New Programs
- 2) State Allocation Grants – Program Expansion, Improvement and Support

According to NRS 388.395, Section 3, school districts and eligible charter schools will receive allocations based on the total duplicated CTE enrollment. The proportion of the total amount awarded to the school district or charter school during a fiscal year must not exceed the proportion of the duplicated enrollment in the school district or charter school during the previous fiscal year.

Following statutory requirements, the State Board for Career and Technical Education shall review all applications and award grants based on the following criteria of the program of career and technical education:

- Standards and instruction
- Leadership development
- Practical application of occupational skills
- Quality and competent personnel
- Facilities, equipment and materials
- Community, business and industry involvement
- Career guidance
- Program promotion
- Program accountability and planning
- Pupil-teacher ratio
- Whether the program will lead to a national credential or certification

Districts may consult their technical skills committee for recommendations regarding the program needs and/or criteria to be addressed (NRS 388.385, Section 2, subsection f.)

Evaluation

Each school district receiving funds must evaluate the manner in which the money was expended and the effectiveness of the program for career and technical education for which the money was granted. The evaluation and reporting process will be identified by the Department of Education.

II. Key Provisions and Uses of Funds

The purpose of the State Allocation Grant – New Programs is to drive change at the school or district level through the development of high school career and technical education programs. Any program selected for funding must be listed in the State CTE Course Catalog for academic year 2016-17.

The primary goal of the State Allocation Grant for New Programs is to increase the numbers of students enrolled in and who complete CTE programs of study through the development of high quality, high impact programs. Specifically, the Department of Education has established the following strategic goal to increase CTE program completion rates:

By 2020, 11,000 students will complete a CTE program of study and 50% of the completers will earn the Nevada Certificate of Skill Attainment.

The rationale behind this goal is higher program completion rates will result in higher numbers of students engaged in a CTE program of study through the second-level course, resulting in lower drop-out rates and higher graduation rates. Further, students who complete a program of study and earn the State Certificate of Skill Attainment will qualify for CTE College Credit, a gateway to postsecondary credentials in less time and at lower cost.

Funds must be first targeted at schools where students have little or no access to high quality CTE career pathway programs.

New Program Development

Funds may be used to develop new CTE pathway programs where such programs did not exist. Proposals must demonstrate how funds will be used to start new programs that will include full course sequences to the completion levels, as per the course sequences in the State CTE Course Catalog for academic year 2016-17. New programs must align to the economic and workforce development priority need areas identified by the industry sector councils and/or other relevant economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor's Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited.

Allowable uses of funds include planning, curriculum development, equipment and supplies, teacher training, teacher salaries and ***facility modifications to adapt new programs***. The sustainability plan must describe how the program costs will be paid after the funding expires in June 2017.

Any program development requiring the installation of equipment or facility modifications must describe in detail the applicant's capacity to complete such modifications.

The key elements of each criterion and examples of uses of funds are listed below, as they may apply to the development of new CTE programs:

Standards and Instruction

The CTE program is organized according to the courses and course sequences in the CTE Course Catalog and the program follows the approved state CTE standards. Each CTE program must be

developed according to a comprehensive program of study, following state guidelines that lead students to program completion levels. Each CTE program must demonstrate the full integration of the Employability Skills for Career Readiness Standards.

Funds may be used to develop and implement CTE programs of study to include but not limited to development of approved courses, implementation of state standards, curriculum materials, and professional development. New programs must align to regional and/or statewide initiatives for workforce and economic development and based on strategic recommendations to support state goals for economic growth and diversification.

Leadership and Citizen Development

Students develop leadership, citizenship, interpersonal and employment skills through involvement in the following career and technical student organizations (CTSOs): DECA; FBLA; FCCLA; FFA; HOSA; and SkillsUSA.

Funds may be used to develop and to support student involvement in CTSOs, including professional development to implement CTSOs. The amount of funds used for travel expenses must be reasonable.

Practical Application of Occupational Skills

Practical application of occupational skills is accomplished through classroom simulation and/or work-based learning experiences. The application of occupational skills is directly linked to state CTE standards or a related work-based learning experience.

Funds may be used to support the implementation of work-based learning opportunities for students, including but not limited to internships, job shadowing, and cooperative work experience that is related to the CTE program.

Qualified and Competent Personnel

All CTE teachers are competent and qualified with the appropriate occupational proficiency. Ongoing professional development is provided to instructors.

Funds may be used for professional development and other needs to support the development and sustainment of qualified personnel.

Facilities, Equipment, and Materials

Facilities, equipment, instructional materials and supplies comply with health and safety standards and simulate current and emerging technologies, and are of sufficient quantity and quality to meet the needs of students.

Funds may be used to purchase supplies and equipment needed to maintain and improve programs to meet the requirements of state and/or industry standards. An alignment to state CTE standards should be included in the rationale to purchase equipment and/or items of value.

The application must demonstrate how all proposed items of value (\$1,000 or more) and equipment purchases are aligned with industry and state skill standards. Equipment purchases (\$5,000 or more) must include a description of student outcomes.

Some retrofitting or facility modifications may be allowed to install equipment or meet safety requirements, particularly for program expansion and new program development. Further guidance will be provided.

Community, Business and Industry Involvement

Individuals representing local business and industry, parents, administrators, postsecondary education, etc., serve on district level and/or subject-area advisory committees to provide support and guidance in the development, operation, and evaluation of the program.

Funds may be used for the development and implementation of community and business and industry partnerships, including district- and program-level advisory committees.

Career Guidance

CTE staff, guidance counselors and other resource personnel provide career guidance services to ensure that students enroll in CTE programs that are consistent with their aptitudes and career interests.

Schools without high quality career centers and services should be considered a high priority. Funds may be used to support career counseling and guidance according to the following general recommendations:

- *All students develop an education and career plan (four-year plan)*
- *Counselors and other resource personnel implement career development activities such as career fairs and interactive sessions with business and industry*
- *Enhancements to career guidance programs and services for students*
- *Professional development for counselors and informational resources pertaining to postsecondary job markets and continuing/higher education options consistent with career pathway plans*
- *Integration of real-world workplace examples into classroom instruction*
- *Expansion of community-level involvement of employers, economic development, chambers of commerce, etc. to strengthen support for career counseling and guidance services*
- *Implementation of “career engagement centers” to improve student access to career guidance services, to include resources such as Nevada Career Information Systems*

Program Promotion

There is a systematic plan to promote and market the CTE program within the school and community.

Funds may be used for program promotion, such as publications for students, parents, and other community members.

Program Accountability and Planning

There is a systematic means of assessment to ensure the program’s overall scope, design, instructional content, and administration meet the instructional objectives. The assessment process is used to develop short- and long-range improvement plans.

Funds may be used for program accountability and planning purposes, including processes to assess programs at the local levels.

Student-Teacher Ratio

Appropriate class size is maintained to ensure effective instruction and safe working conditions are maintained. Class sizes must be monitored closely, especially in lab settings where time-on-task and safety are concerned.

Funds may be used to ensure class sizes are maintained that provide effective instruction and safe working conditions.

Programs Leading to a National Credential or Certification

Programs lead to a national credential or certification that may be obtained in high school or through continued education in the career pathway. Such credentials may include industry specific certifications or broader credentials that further a student's preparation for employment in high-wage, high-skill, or high-demand fields.

Funds may be used align programs to national credentials or certifications, and to prepare students to earn national credentials and certifications.

III. Application Directions

These application guidelines must be followed by agencies applying for **allocation funds for new programs**. Applications will be approved based on the clarity of the narrative describing the overall strategy, expected outcomes and description of proposed expenditures.

Each application must include the following components provided in the following order:

- (1) Cover page (one page):** Use the required cover page as the first page of the application and include all requested information and signatures.
- (2) Assurances (two pages):** The district must sign the CTE Fund assurance page provided in the appendix.
- (3) Budget Summary (one page):** The budget summary must include all expenditures properly identified by object and sub-object code. The budget summary must be signed and dated by the superintendent or his/her designee.
- (4) Budget Detail (no page limit):** All proposed items of value and equipment must be itemized on the budget detail and include the proposed location(s) for purchases to be inventoried. Out-of-state travel must be itemized, to include the name of the conference and the individuals by name attending the conferences. Budget details may be organized by school or project.
- (5) Form A: Size and Scope of CTE; Statement of Needs (three page limit):** The application must describe the overall size and scope of CTE in the school district/charter school, including the numbers of students served, CTE programs of study offered, and high priority areas for growth and development to improve program completion rates. Provide a statement of needs to justify the funding proposal(s).
- (6) Form B: Funding Purpose and Project Narrative (four page limit):** *[Use one Form B and one Form C for each new program. For example, the development of Computer Science programs in one or more schools would constitute a project and should be submitted on one Form B. An additional Form B is required for each separate new program.]*

The narrative must describe the purpose, scope, and need for the project/program, and must specifically address the following:

- a) Programs must align to the economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor's Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited, such as the GOED Consensus Rankings of CTE Programs and High Demand Occupation Analysis;
- b) Alignment to postsecondary/industry credentials, including a description of how those credentials prepare students for middle-skill jobs;
- c) Description of how the program would result in improved program completion rates, including a description of existing and/or projected increases in student enrollment in level 2 and level 3 courses;
- d) Description of how funds would be targeted to schools and student populations most in need.

Describe the objectives and proposed outcomes for the project that support program completion. The objectives and outcomes must provide specific targets for student enrollments in beginning, intermediary and completion courses for the proposed program.

Provide a detailed timeline for project completion.

- (7) **Form C: Budget Narrative:** Provide a budget narrative (Form C) for each Funding Purpose and Project Narrative (Form B) to describe expenditures by budget category. For example, if funds are budgeted for supplies for a selected program, describe what the supplies are and how they will be used to develop or expand the program. **Staffing:** Describe the number of staff devoted to the project and their professional preparation. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log).
- (8) **Form D: Demonstration of Collaboration (two page limit):** Describe how the school district or charter school ensured proper collaboration in the local development and approval of this application. The description should include how teachers, administrators, and the local advisory committee(s) were involved in and committed to developing a quality application. The description must also include how the applicant collaborates with local and regional economic- and workforce-development agencies and organizations to support economic development priorities and initiatives.
- (9) **Form E: Description of Student Outcomes (three page limit):** Describe how the purpose and goals of the application are designed to support improved student outcomes. Such outcomes may be related to graduation and dropout rates; student engagement; student acquisition of knowledge and skills leading to industry or postsecondary credentials; student preparation for internships and/or the workforce, among other outcomes. [Example: Enrollment in computer science courses will increase by 10 percent (as shown by number values.)]
- (10) **Form F: Demonstration of Sustainability (one page limit):** Describe the agency's (school district) plan for continued sustainability of the proposed project and CTE programs affected by this application.

- (11) **Form G: Evaluation Methods (two page limit):** Describe how the agency will evaluate and measure the success and outcomes of the objectives in this application. Include metrics and timeline for the completion of the evaluation.

Note: By submitting an application, the local education agency agrees to provide the Department of Education information as needed to report to the Legislature on the effectiveness of state CTE funds.

IV. Submitting the Application

(1) Application Package

- a. Submit **one** application with a complete set of original signatures and **three** additional copies. The application must be approved by the designated authority in the school district or charter school.
- b. The application must be submitted in the order and format provided in these application guidelines. (1) Application Cover Page; (2) Assurances; (3) Budget Summary; (4) Budget Detail; (5) Form A: Size and Scope of CTE; Statement of Needs; (6) Form B: Funding Purpose and Project Narrative (provide one for each project); (7) Form C: Budget Narrative (provide one for each project); (8) Form D: Demonstration of Collaboration; (9) Form E: Description of Student Outcomes; (10) Form F: Demonstration of Sustainability; (11) Form G: Evaluation Methods; and (12) Form H: Staffing.
- c. Items requiring signature are the **Application Cover Sheet, Assurances, Budget Summary, and Prioritization of Projects.**
- d. The application must be **single-sided, paginated, and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2" x 11" white paper**. The font and font size must be **Times 12** with **single-spaced** typing.

(2) Mailing Address

Mail the original and copies to: Michael Raponi, Director
Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

(3) Application Deadline

The application must be received by **5:00 p.m. on Friday, April 15, 2016** to be eligible for funding. (Note: Electronically submitted copies will not be accepted.)

(4) Information

For additional information, contact the Office of Career Readiness, Adult Learning & Education Options at (775) 687-7300.

FORMS:

- Application Cover Page
- Assurances
- Budget Summary
- Budget Detail
- Form A: Size and Scope of CTE; Statement of Needs
- Form B: Funding Purpose and Project Narrative
- Form C: Project Budget Narrative
- Form D: Demonstration of Collaboration
- Form E: Description of Student Outcomes
- Form F: Demonstration of Sustainability
- Form G: Evaluation Methods
- Form H: Staffing
- Application Review Rubric

FY'17 STATE CTE ALLOCATION GRANT FOR NEW PROGRAMS

APPLICATION COVER PAGE

Agency: _____

Application Director: _____

(Name, position and telephone number)

(Email address)

Fiscal Manager: _____

(Name, position and telephone number)

(Email address)

Monitoring Coordinator: _____

(Name, position and telephone number)

(Email address)

Evaluation Coordinator: _____

(Name, position and telephone number)

(Email address)

Accountability Reporting Coordinator: _____

(Name, position and telephone number)

(Email address)

***Advisory Technical Skills Committee:** _____ (Date)

(Signature of committee representative)

(Printed name of committee representative)

Application Submitted By: _____ (Date)

(Signature of authorized representative)

(Printed name of authorized representative)

** Signifies the Advisory Technical Skills Committee has been provided the opportunity to review and provide input for the funding priorities in the application.*

ASSURANCES

General

1. The applicant will assure that all funds will be used for the purpose of developing, expanding and improving career and technical education programs and services for students.
2. The applicant will assure that no state CTE funds will be used to provide career and technical education programs to students prior to the ninth grade, except that equipment and facilities purchased with funds may be used for such students.
3. The applicant will assure that no funds made available under this fund will be used to require any secondary school student to choose or pursue a specific career path or major.

Grants Management and Accountability

4. The applicant will ensure that all grant funds are managed and administered according to proper grants administration procedures to fully account for all expenditures.
5. The applicant will assure that maintenance of fiscal effort on either a per-student or aggregate expenditure basis is required.
6. The applicant will assure that funds made available under this fund for career and technical education activities will supplement, and shall not supplant, other existing fund sources for career and technical education activities.
7. The applicant will assure supporting documents for expenditures will be maintained for audit. Funds will not be commingled with other state and local funds and will be accounted for in a manner which will prevent loss of their identity as funds supporting specific career and technical education goals.
8. Effective and separate accounting procedures of the recipient will be employed to assure that funds from federal sources will not be commingled with state or local funds, but will be separately identified as expenditures of federal funds.
9. Fiscal control and funds accounting procedures shall be established as deemed necessary to assure proper disbursement of and accounting for state funds paid to a recipient for programs and projects.
10. The fiscal and statistical records are subject to and upon request will be made available for audit by the State of Nevada to determine whether the recipient has properly accounted for funds expended for career and technical education and services.
11. Records will be kept which fully disclose the amount and disposition of state funds allocated, as well as the total expenditures of funds for career and technical education programs and services supplied by funds from other sources. This may include time accountability sheets for individuals funded under the state CTE funds.
12. Any income generated from activities funded by state or federal grant funds must be accounted for and used for the purposes of furthering the program or project objectives.

Personnel

13. Career and technical instructors, counselors, supervisors, and other professional personnel involved in career and technical education who participate in state funded projects will be licensed in accordance with current Rules and Regulations established by the Commission on Professional Standards in Education.

Data Management

14. All eligible recipients participating in federal and/or state funds available, will participate in, maintain, and utilize a performance accountability system in the reporting of all career and technical education programs in the Nevada Department of Education State Accountability Information Network (SAIN); provide data required for reporting the performance measures designated by the State's performance indicators; and assure that staff involved in the accountability system receive the training necessary to maintain a quality system.
15. All eligible recipients will provide sufficient information to the State to enable the State to comply with all reporting requirements.

Evaluation

16. Participating agencies will cooperate with and the Department of Education with the Program Quality Criteria self evaluation, advisory committee evaluation, and state/peer evaluation.
17. An assurance that the applicant will comply with reporting procedures required by the Nevada Department of Education, which will assess the progress of its career and technical education programs and will include a review of outcomes related to the quality criteria indicators.
18. An assurance that the evaluation and review of programs will include the full participation of representatives of individuals who are members of special populations. This review shall be used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to career and technical education programs or success in such programs for individuals who are members of special populations and to evaluate the progress of individuals who are members of special populations in career and technical education programs assisted under this fund.
19. An assurance that the eligible recipient will comply with the Department of Education's requirements for State monitoring.

Local Program Improvement Plan

20. An assurance that if the applicant determines they are not making substantial progress in meeting the performance indicators approved by the State Board, the recipient of funds will develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. The plan will describe how the recipient will identify and modify programs and will include a description of career and technical education and career development strategies designed to achieve progress to improve the effectiveness of the programs conducted with assistance under this fund, and will, if necessary, develop a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

Community, Business, Industry, Parent/Student Involvement and Appeal

21. An expedited appeals procedure is established by which community, business, industry, parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this fund affecting their interests; and technical assistance will be designed and provided to ensure that such individuals are given access to the information needed to use these procedures and will be notified regarding the procedure regarding complaints/appeals upon request.

State Requirements

22. The agency implements the requirements for advisory committees according to NRS 388.385 and NAC 389.
23. The agency implements the requirements for career guidance and counseling according to NRS 389.180 and NAC 389.187.
24. The agency implements career and technical education programs of study according to NAC 389.800, 389.803, 389.805, 389.810, and 389.815.
25. The agency implements the state assessment requirements for program completers according to NAC 389.800.
26. The agency provides program articulation, rural participation, and academic integration according to the State Plan for Career and Technical Education.

(Printed Name and Title of Authorized Representative)

(Signature)

(Date)

NEVADA DEPARTMENT OF EDUCATION

Budget Summary

Agency: _____ Project Number: _____

Project Name: _____ Fiscal Year: _____

Check One: Budget _____ Amendment _____ Number _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	100 Salaries			
200	200 Benefits			
300	300 Purchased Professional Services			
400	400 Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total			
600	610 General Supplies (exclude 612 in 610 total)			
	612 Non Information Technology Items of Higher Value*			
	640 Books and Periodicals			
	650 Supplies – Information Technology Related (exclude 651 and 652 in 650 total)			
	651 Software			
	652 Information Technology Items of Higher Value*			
	Other (620, 630)			
	Total			
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Total			
SUBTOTAL 100 – 600 & 800				\$
Approved Indirect Costs Rate:** _____ %				\$
700	730 Equipment			
TOTAL				\$

* All items of value and equipment must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

Signature of Authorized Agency Representative

Date

Department of Education Use Only

Initial

Date Approved

Budget Detail

Agency _____ Project Name _____

A	B	C	D	E	F
OBJECT CODE	TITLE OF POSITION/ PURPOSE OF ITEM	PROJECT TIME (FTE)	QUANTITY	SALARY, RENTAL OR UNIT COST	BUDGETED AMOUNT

*If additional space is needed, duplicate this page and number the additional pages. All items must be explained in specific terms. All items must be named and must be directly related and necessary to the operation of the program.

Form A: Size and Scope of CTE; Statement of Needs

Directions: Describe the overall size and scope of CTE in school district/charter school. Include numbers of students served, CTE programs of study currently offered, and high priority areas for growth and development to improve program completion rates. Include existing and projected targets for program completion.

Provide a statement of needs to justify the funding proposal(s) on the following pages.

** Limit this section to three pages*

Form B: Funding Purpose and Project Narrative

Directions: Complete one Form B for each new program, whether implemented at one or multiple sites. All new programs must be listed in the CTE Course Catalog and support high need areas prioritized by industry sector councils and economic develop. For example, if developing new computer science programs in one or more schools would constitute one program; one Form B is needed along with a budget narrative. A Project Budget Narrative is needed for each Form B.

** Limit this section to four pages (for each Form B submitted)*

*** Duplicate this form for each proposed new program.*

Funding Purpose: New Programs
Program Name:
Proposed Funding: \$
Project Narrative: (Please follow the instructions in Item 6 on pages 5 and 6)
Objectives & Outcomes: Describe the objectives and proposed outcomes for the project that support program completion. The objectives and outcomes must provide specific targets for student enrollments in beginning, intermediary and completion courses for the proposed program.
Timeline for Completion: Provide a detailed timeline for project completion.

Form C: Project Budget Narrative

A budget narrative must be completed for each Form B (i.e., each project). Provide a description of proposed expenses by object code. Expand/create additional pages as needed.

Program/Project Name: _____	Fund Request: \$ _____
Object Code 100/200 Salaries & Benefits Total: \$ _____	
Description:	
Object Code 300/400 Purchased Services Total: \$ _____	
Description:	
Object Code 500 Transportation Services, Staff Travel Total: \$ _____	
Description:	
Object Code 600 Supplies Total: \$ _____	
Description:	
Object Code 800 Dues and Fees/ Other Misc. Total: \$ _____	
Description:	
Object Code 700 Equipment Total: \$ _____	
Description:	

Form D: Demonstration of Collaboration

Describe how the school district or charter school ensured proper collaboration in the local development and approval of this application. The description should include how teachers, administrators, and the local advisory committee(s) were involved in and committed to developing a quality application. The description must also include how the applicant collaborates with local and regional economic- and workforce-development agencies and organizations to support economic development priorities and initiatives.

** Limit this section to two pages*

Form E: Description of Student Outcomes

Describe how the proposal will result in improved CTE program completion rates for all projects/programs in the application. **Include specific numerical targets by school or CTE program.**

Describe how the proposal will result in other improved student outcomes, such as: higher graduation and lower dropout rates; improved pass rates on end-of-program assessments and the Workplace Readiness assessment; improved rates at which students earn the State Certificate of Skill Attainment; student acquisition of knowledge and skills leading to industry or postsecondary credentials; student preparation for internships and/or the workforce, among other outcomes.

** Limit this section to three pages*

Form F: Demonstration of Sustainability

Describe the school district's or charter school's plan for continued sustainability of all proposed projects and CTE programs affected by this application.

** Limit this section to one page*

Form G: Evaluation Methods

Describe how the school district or charter school will evaluate and measure the success and outcomes of the objectives for all projects in this application. Include metrics and a timeline by which the evaluation will be completed.

** Limit this section to two pages*

Form H: Staffing

Directions: Describe the number of staff devoted to the project(s) and their professional preparation. The agency must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log).

If a salary is funded wholly by the state funds for one cost objective (i.e., program related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.

If a salary is funded wholly by the state funds for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by state funds will be accounted for (i.e., personnel activity report or time log).

FY17 State CTE Allocation Grant for New Programs

Application Review Rubric

Special Notes: (1) Although the three items under General Application Requirements below are not scored, the application could be disqualified if the information is incomplete or not properly submitted. (2) Each project (Form B) and the related budget narrative will be scored separately.

General Application Requirements	Yes	No
Organization of the Application: All required elements of the application were submitted in the order prescribed and meet page length, formatting, and font requirements. The cover page, budget summary, assurances, and prioritization of projects are signed.		
Budgets: The budget summary and detail are accurate and clearly detail the proposed expenditures by object code, purpose, FTE, quantity, etc. The budget is reasonable with respect to the proposed objectives and outcomes of the application.		
Staffing: An adequate description of proposed grant-funded staffing is provided.		

Form A: Size and Scope of CTE; Statement of Needs	Complete	Incomplete
The overall size and scope of CTE is sufficiently described, and includes numbers of students served and programs of study offered.		
The highest priority areas for growth and development are properly identified.		
The statement of needs provides sufficient rationale for funding proposal(s).		

Form B: Funding Purpose and Project Narrative	Complete	Incomplete
The funding purpose and project narrative fully describe the purpose, scope, and need for the project/program.		
The funding purpose and project narrative show how the project supports economic- and workforce-development priorities and needs, based on data. The data source(s) is provided.		
The funding purpose and project narrative show how the project aligns to postsecondary credentials.		
The funding purpose and project narrative describe how the program will result in improved program completion rates.		
The funding purpose and project narrative describe how funds will be targeted to schools and student populations most in need.		
The objectives and outcomes support program completion and include specific targets for student enrollments in beginning, intermediary, and completion courses.		
The timeline for completion provides a plan for implementation of the project to be completed in FY16 and beyond.		

Form C: Project Budget Narrative	Complete	Incomplete
Submitted one budget narrative for each project and which fully describes the proposed expenditures for each project.		

Form D: Demonstration of Collaboration	Complete	Incomplete
The description shows how collaboration occurred, including the involvement of teachers, administrators, and advisory committees. The description includes collaboration with economic- and workforce-development to support economic development priorities.		

Form E: Description of Student Outcomes	Complete	Incomplete
The description shows how improved CTE program completion rates will occur. The description shows how other student outcomes will be improved.		

Form F: Demonstration of Sustainability	Complete	Incomplete
The description properly explains how continued sustainability of all proposed projects will occur.		

Form G: Evaluation Methods	Complete	Incomplete
The description shows how the applicant will evaluate and measure the success of the objectives, and includes the metrics and timeline to complete the evaluation.		

Form H: Staffing	Complete	Incomplete
<p>Describes the number of staff devoted to the project and their professional preparation; identifies the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describes how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log).</p> <p>If a salary is funded wholly by the state funds for one cost objective (i.e., program related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.</p> <p>If a salary is funded wholly by the state funds for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by state funds will be accounted for (i.e., personnel activity report or time log).</p>		